RELATIONSHIP BETWEEN LECTURERS'JOB SATISFACTION AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN

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JUNE, 2018

DECLARATION

I declare that, this dissertation titled "Relationship betweenLecturers'Job Satisfaction andAcademic Performance of Business Education Students in Colleges of Education in North-west zone, Nigeria",has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in this or any other institution

Muhammad YUSUF **Date**
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CERTIFICATION

This dissertation titled RELATIONSHIP BETWEENLECTURERS'JOB SATISFACTION ANDACADEMICPERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA by Muhammad YUSUF meets the regulation governing the award of the Master Degree in Business Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my parents: Alhaji Yusuf Isma'il (Wakilin Sarkin Dawakin Hadejia) and Malama Sahura Alhaji Hamza.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, some important termsas they apply to this work, are operationally defined below:

Academic Performance: Refersto students' achievement scoresin Business Education.

Job Satisfaction: This means the satisfaction lecturers in colleges of education drivedwith regard to salary received, promotion, workload, family Responsibilities and working environment.

ABSTRACT

The study wasset to determinethe relationship betweenlecturers' job satisfaction and academic performance of business education studentsin Colleges of Education in North-west Zone, Nigeria. The researcher raised three specific objectives, three research questionsand three null hypotheses which were tested at 0.05 level of significance. Survey and Ex-post facto research designs were adopted for this study. The population of the study comprised of1,835 lecturers and N.C.E II Business Education students from the nine colleges of education in North-west zone, Nigeria.Out of 1,835,553 was selected as the sample size using randomsampling. The instrument used to generate the data for the study was QuestionnaireJob Satisfaction(QUJOSA) and CGPA of the NCE II students. Weighted mean and standard deviation were used to answer the three (3) stated research questions. Pearson Product Moment Correlation Coefficients(PPMC) was used to test all the three null hypotheses. The findings revealed that job satisfaction of lecturers had a statisticallysignificantrelationship with the academic performance of business education students in colleges of education in North-west zone Nigeria(p=value0.029 and r-value = 0.826). The study further revealed that job satisfaction of both male and female lecturers had a significantrelationshipwiththeacademic performance of business education students in colleges of education in North-west zone, Nigeria (p-value = 0.011 and 0.016 and r-value = 0.701 and 0.840). It was concluded that, job satisfaction of lecturers enhancedtheacademic performance of business education studentsin colleges of education in North-west zone, Nigeria. It was recommendedthat;NCCE and federal ggovernment should improve the conditions of service of lecturerswith a view to improve the students' academic performance in the colleges of education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education plays a significant role in character development of individuals and contributes immensely to the transformation of every society. Education remained identified key in sustainable development, peace, and stability of any economic system. It is for this reason that education is viewed as the fundamental right of all members of a society, irrespective of their culture, gender, and social status. Engine-Demir (2009), believed that education represents a major form of human resources development. He further, states that human resources development is determined by the availability and quality of education is the key to any societal development.The quality of education in Nigeria was laid-upon on the quality of teacher/lecturers at any level of education, viz a viz,primary, secondary college, polytechnics, and university. Business education being one of the core educational programme in Nigeria relies on the quality of lecturers at the colleges of education in order to produce quality teachers.

Business educationplays a significant role in Nigeria's economic growth and development. It improves personal qualities and builds the attitudes of individuals that are necessary or adjustment to personal and employment situations, and provides knowledge, skills and competencies for individuals to function well in office occupation and also create jobs for themselves and others (Udoh and Amoorin Ola, 2017). Moreover, Ibrahim, (2011) sees, business education as the type of education that inculcates in its learners' knowledge, skills, attitude, and values that are required in the business world. This means that the knowledge acquired by business education students, if wellutilized, would contribute immensely to the development of nation's economy; it is the type of training system that encourages its beneficiaries to acquire skills that will

fit them into the world of work. It acknowledged that business education lecturers in colleges of education are engaged with several academic activities such as lecturing a large number of students, supervision and marking of bulky scripts likely to make them loose interest in the job and feel dissatisfied and this may affect the students' academic performance.

Job satisfaction is an individual's total feelings about their job and the attitude they have towards various aspects of their job as well as an attitude and perception, which could consequently influence job performance. Theemployee with high job satisfaction appears to hold a positive attitudetoward their job.Andone who is dissatisfied has negative attitudes toward their job.Based on this, lecturer that are satisfied with their job will perform positively which directly influence students' performance.On the other hand, lecturers that are dissatisfied with their job, their performance will be low andthis influence the students' performance negatively. Jobsatisfactionin this regard becomes an input required for the attainment of an organizational objectives. In other words, it described how happy an individual is with his or her job. Thus, happier people are with their jobs, the more satisfied they are to be. Job satisfaction canberegarded as one of the choosing factors that influence effectiveness and efficiency of employees, which lecturers in colleges are not excluded.In this study,job satisfaction can be measuredby salary, promotion, workload, and family pressure up to the working environment.

According to Akram (2014), Salary is the fixed amount of money or compensation paid to an employee by an employer in return for the work performed. Salaries not only assist people to attain their basic needs, but also are instrumental in satisfying the higher-level needs of people. Lecturers that received high pay, their job satisfaction will be high while low pay leads to low job satisfaction.Promotionon the other hand, is the elevation of the worker to a higher job accompanied by an increase in

pay and privileges. It is an upward advancement of an employee in an organization, which commands better pay, better status, higher opportunities, higher responsibilities, and better working environment. Similarly, it provides motivation and job satisfaction to all personnel.However, most employees are too much engaged. This engagement can normally be due to over occupied activities they found outside their prepared schedules, which can be seen as excess workload. The workload is the amount of work performed by an individual in a given period, or the average amount of work handled by an individual at a particular instant of time. Sometimes, the work overload creates a gap for the employees for them to satisfy their families. Hence, it creates a problem, which at the end leads to the existence of family pressure.

The family is one of the principal institution for socialization. Family pressures according to Ahmad and Ramzam (2013), are the multiple needs responsibilities that the lecturers encountered such as time to sit and discuss, children need, spouse needs, parents' needs, others relative's needs, and spouse-family needs. An organization that practices good policies in balancing family-work conflict will increase its productivity of its workers and make the workers feel working in a good working environment. The working environment is the sum of the interrelationship thatexistswithintheemployees andtheenvironment in whichtheemployees work (Sakir and Fajoyomi, 2007). Hence, satisfiedemployees make a happy employee and happy employees are successful employees even among their family. Job satisfaction is generally, described as how content an individual is with his or her job, also it implies doing a job one enjoys doing, and being suitably rewarded for one's effort. Job satisfaction further implies enthusiasm and happiness with one's work which translate in to high academic performance.

Academic performance is the extent to which a teacher or institution achieved their educational goals. Examination or continuous assessment or Cumulative Grade

Point Average (CGPA) of students commonly measure academic performance. The academic performance also refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. Ibrahim (2011) reported that aneducational institution, success is measured by academic performance or how good students meet the standards set out by the institution.

Gender refers to the personal sexual identity of an individual, regardless of the person's biological and outward sex. How people define masculinity and femininity can vary based on the individual's background and surrounding culture. Different societal expectations in different cultures establish the behavioural, psychological and physical attributes that are associated with one gender or another. Igbinedion (2011), explained that in most parts of the country, the cultural roles or expectations of men and women are known to be clearly defined, and some studies have shown a significant relationship between gender and occupational aspirations, preference and academic performance

Most of the lecturers are performing so many responsibilities in their job such as lecturing a large number of students, supervising students in Teaching Practice (T.P.), Project, Student Industrial Works Experience Scheme (SIWES), administrative work, carrying out researches and engaging in community services. Performing these multiple roles by lecturers and at the same time are complaining of salary pay, delay of promotion, family responsibilities in term of given them enough time and financing their liabilities, also the poor working environment, they may lead to feeling dissatisfied with their jobs.

Northwest zone of Nigeria is a zone that comprises of seven states; Kaduna, Katsina, Zamfara, Sokoto, Kebbi, Kano and Jigawa. It has a total population of thirty-five million, seven hundred and eighty-six thousand nine hundred and forty-four (35,786,944), and has a total landmass of 216,065 square kilometres (National

Population Census, 2006). There are nine (9) colleges of education in the zone that offer Business Education Programme; five (5) are federal colleges of education while four (4) are state colleges of education. Business education is a programme offered in Colleges of Education, Polytechnics,and Universities in Nigeria.All described variables constituted the background upon which this study was conducted, on the relationship between job satisfaction of Lecturers and academic performance of Business Education Students in collegesof Education in North-west zone, Nigeria.

1.2 Statement of the Problem

In the past, business education lecturers in colleges of education have experienced many good things in the conduct of their work as lecturers.Examplesincludelecturinga reasonable number of students in a class (in both theory and practical), utilizing adequate teaching facilities (such as typewriters, word processors, computers, model offices) and marking a minimum number of scripts (assignment, test and exam). This encouraged them to give daily/weekly assignment, use of enough lecture rooms and lecturer/students' ratio of 1:20 for skills subject like Accounting and 1:30 for other subjects like Economics. These led to an effective and efficient job satisfaction of the lecturers and the students' performance was excellent.

The researcher visited some colleges of education in North-west zone and observed that, the academic performance of business education students is declining at an alarming rate. This may be because most of the business education lecturers in North-west zone are grappling with many schedules and this resulted to the accumulation of students' projects, inconsistency in attending lectures, inabilities to cover course outlines allocated to them and not marking of Continues Assessment (C.A) and exam on time. The researcher found that colleges of education in North-west are having the un-conduciveworking environment and a large number of students in classes, which results

to an increase of lecturer/students' ratio up to 1:70 for skills subject like shorthand, keyboarding, and 1:85 for theory subject like economics, commerce. The researcher also observed that mostof the lecturers are complaining of too much family pressure, having a delay of promotion and insufficient salary. These problems may make it difficult for the lecturers to meetup to their job satisfaction.

The researcher therefore, decided to undertake this study to find out to what extent salary,promotion, working environment,excessworkload, and familypressuresas job satisfaction determinants havearelationship with the academicperformance of business education students in colleges of education in North-west Zone, Nigeria.

1.3 Objectives of the Study

The main objective of this study was to determine the relationship betweenjob satisfaction of lecturers and academic performance of business educationstudentsin colleges of education in North-west Zone, Nigeria.The specific objectives were to:

1. determine the relationship between job satisfactionoflecturersandacademic performance of business education students in colleges of education in North-west Zone, Nigeria.
2. ascertain the relationship betweenjobsatisfactionofmale lecturers andacademic performance of business educationstudentsin colleges of education in North-west Zone, Nigeria.
3. examine the relationship between job satisfaction of female lecturers and academic performance ofbusiness education students in colleges of education in North-west Zone, Nigeria.

1.4 Research Questions

Based on the specific objectives the followings research questions were raised:

1. what is the relationship between job satisfaction of lecturers and academic performance of business education students in colleges of education in North-west Zone, Nigeria?
2. what is the relationship between job satisfaction of male lecturers andacademic performance of business education students in colleges of education in North-west Zone, Nigeria?
3. what is the relationship between job satisfaction of female lecturers and academic performance of business education students in colleges of education in North-west Zone, Nigeria?

1.5 Null Hypotheses

In line with the research questionsfollowings null hypotheses werepostulatedfor the study and tested at 0.05 level of significance:

1. thereis no significant relationship between job satisfaction of lecturers andacademic performance of business education students in colleges of education in North-west Zone, Nigeria.
2. there is no significant relationship between job satisfaction of male lecturers andacademic performance of business education students in colleges of education in North-west Zone, Nigeria.
3. job satisfaction of female lecturers has no significant relationshipwiththeacademic performance of business education students in colleges of education in North-west Zone, Nigeria.

1.6 Significance of the Study

The findings of this study when publishedin journals and in others mediumit would be of benefit toBusiness Education lecturers, students, school management, Government, Employer of Labour and further researchers. Business education lecturers would benefit from this study if the government provide all their necessary entitlements, such as salary, promotion, and conducive-working environment, would influence their job satisfaction. In addition, students would benefit from the findings of this study because, when lecturers are satisfied, they would get better concentration, which would in turn improve their performance, since the quality of the students depends heavily on the quality of the lecturers.

The outcome of this study would be of great advantage to the management of colleges of education and business education department in particular, because, school management would see the need to employ more business education lecturers in order to handle the increasing number of students. In line with this, the management of the colleges of education will also provide the facilities required by the business education lecturers that would enhance the teaching and learning. These wouldenhance job satisfaction of business education lecturers, in colleges of education.

In addition, government and community would benefit from this study when they encourage business education lecturers in colleges of education to be more effective by providing the required resources demanded in order to facilitate teaching and learning and at the same time reducing the lecturer'sstress that would lead them to be happy and efficient in their job. In addition,it may reducetherate of unemployed business education graduate. In addition, many of the potential business education students in the community would get admission intobusiness education program due to the increase in the number of lecturers and resources in the colleges of education.

The employers of labour such as banks, industries, and organization would also benefit from the findings of this study when they get qualified business educators, which can work effectively and efficiently in their organizations. The findings of the study would also add to existing literature on the relationship betweenjobsatisfaction of lecturers on the academic performance of business education students in colleges of education; it would also serve as a springboard for further researches.

1. 7 Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. job satisfaction of Business educations lecturers may influence academic performance of business education students in colleges of education in North-west zone, Nigeria.
2. job satisfaction of male lecturers may influence students' academic performance in business education in colleges of education in North-west zone, Nigeria.
3. job satisfactionoffemale lecturers may influence students' academic performance in business education in colleges of education in North-west zone, Nigeria.

1. 8 Delimitation of the Study

The research work was delimited to male and female business education lecturers from the nine colleges of education in North-west zone, Nigeria. This collegeswereselectbecausethey offerbusiness education programme at N.C.E. level. The study was also, delimited to salary, promotion, workload, un-conducive working environment, and family pressure as job satisfaction determinants, that enhance students' academic performance. The study is delimited to N.C.E. two (II) business education students for 2016/2017 academic session, because of their performance records over the

periods to get their cumulative grade Point Average (CGPA) which, determined their academic performances.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literature on the relationship between job satisfactionof lecturers and academic performanceofbusiness education students in colleges of education under the following sub-headings:

2.1 Theoretical Framework

2.1.1 Expectation and equity theory

2.1.2 Herzberg's Two-Factor Theory

2.2 Conceptual Framework

2.2.1 Job Satisfaction

2.2.2 Salary

2.2.3 Promotion

2.2.4 Workload

2.2.5 Family Pressure

2.2.6 Working Environment

2.3 Concept of Business Education

2.3.1 Job Satisfaction and Business Education Lecturers

2.4 Concept of Gender

2.5 Concept Academic Performance

2.6 Review of Empirical Studies

2.7 Summary of Reviewed Literature

2.1 Theoretical Framework

The study is based on 'Expectations and Equity Theory' and Herzberg's two-factor theory of motivation'.

2.1.1 Expectations and equity theory

There are several theories related to human satisfaction and job satisfaction. Specifically, however, this research work is guided by the Expectation and Equity theory propounded by Adams in (1965). The theory was based upon three main assumptions. First, that people develop beliefs about what constitutes a fair and equitable return for their contributions to their jobs. Secondly, the theory assumes that people tend to compare what they perceive to be the exchange they have with their employers to that which they perceive co-workers have with their employers. Thirdly, the theory holds that when people believe that their own treatment is not equitable, relative to the exchange they perceive others to be making, and they will be motivated to do something about the inequity. For example, whenanemployee believes that another employee makes twice as much as he or shedoes. Whether that belief results in dissatisfaction depends on their beliefs about the value of contributions they make as compared to their co-worker.

The relationship between the theory and this research work is that, since lecturers are paid with certain remuneration, their perception on carrying out their duties can constitute thinking of a fair and equitable return for the teaching they do. This can translate the belief of the teachers for performing in teaching based on the way they think the payment is satisfying them. In addition, the lecturers may compare what they receive a salary to be the exchange of what they teach the students. So, if the teachers are well paid to the level of their satisfaction, they will be expected to pay more by teaching the students extensively to the level of full understanding. This will lead to an increase in students' performance. On the other hand, if the teachers are paid to the level of

dissatisfaction, they will pay back to low performance in teaching the students, which will in turn affect the academic performance of students negatively.

2.1.2 Herzberg's Two-Factor Theory of Motivation

Herzberg's two-factor theory of motivation is one of the theories that this study was premised. The researcher feels that, the theory is among the important theories that relate to job satisfaction and performance. Motivation is an internal force, dependent on the needs that drive a person to achieve. Schulze and Steyn (2003) maintained that in order to understand people's behaviour at work, managers or supervisors must be aware of the concept of needs or motives, which will help 'move' their employees to act.

According to (Robbins 2006in Abolarin, 2016), motivation is a needs-satisfying process, which means that when a person's needs are satisfied, by certain factors the person will exert superior effort toward attaining organisational goals.

Herzberg's two-factor theory of motivation known as the Herzberg's motivation-hygiene theory, has received widespread attention for having a practical approach toward motivating employees. In 1959, Herzberg reported in one of his works the feeling of 200 Engineers and Accountants from over nine companies in the United State. These professionals were asked to describe experiences in which they felt either extremely bad or exceptionally good about their jobs and to rate their feelings on these experiences. Responses to good feelings were generally, related to job content (motivation factor), whereas responses about bad feelings were associated with job context (hygiene factor). Motivators according to the report, involve factors built into the job itself, such as achievement, recognition, responsibility, and advancement. Hygiene factors were extrinsic to the job, such as interpersonal relationships, salary, supervision, and company policy (Herzberg in Abolarin, 2016)

Herzberg perceived motivational and hygiene factors to be separated into two dimensions affecting separate aspect of job satisfaction. This belief differs from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same scale (Herzberg in Abolarin, 2016). Hygiene factors prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. Under Herzberg's (1966)theory, workers who are satisfied with both motivation and hygiene factors would be top performers and those who are dissatisfaction with both factors would be poor performers.

Herzberg's Two-Factor Theory of Motivation

Dissatisfiers: **Factors mentioned most often by dissatisfied employees**	**Satisfiers:** **Factors mentioned most often by satisfied**
1. Company Policy and Administration	1. Achievement
2. Supervision	2. Recognition
3. Relationship with supervisors	3. Work self
4. Work condition	4. Responsibility
5. Salary	5. Advancement
6. Relationship with Peers	6. Growth
7. Personal life	
8. Relationship with subordinates	
9. Status	
10. Security	

Source: Robert Kreitner (2001)

2.2. Conceptual Framework

This study presented, the concepts related to Job Satisfaction as conceptualized to improve students' academic performance, thus; were, salary, promotion, excess workload, working environment family pressure, Business Education, Job satisfaction and Business Education Lecturers, Gender and Academic Performance

2.2.1 Job Satisfaction

Job satisfaction plays an important role for an employee in terms of health and well-being and for an organization in terms of its productivity, efficiency, employee relations, absenteeism, and turnover. Job satisfaction is a complex variable and influenced by situational factors of the job as well as the dispositional characteristics of the individual (Davar and Ranju, 2012). It can be captured by either one-dimensional concept of global job satisfaction or multi-faceted construct capturing different aspects of job satisfaction that can vary independently. However, Job satisfaction may also, refers toan attitudinal variable on how people feel about their job and different aspect of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their job. Souse-Poza and Sousa-Poza (2010) support this view by stating that job satisfaction is the extent to which employees like their work. This means that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy.

Souse-Poza and Sousa-Poza (2010),postulate that job satisfaction depends on the balance between work role inputs such as education, working time, effort and work-role outputs wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase. The author viewed job satisfaction as a scale, which needs to

be balanced, on any side that overcomes the other satisfaction may not be achieved. For instance, if management in an organization decides to add working hours or introduce new task, in return also have to increase the wages/salaries, so that the input and that of the output will be balanced. Therefore,factors that influence person's level of job satisfaction include the level of pay, the perceived fairness of the promotion system within an organization, the quality of the working condition, leadership, and social relationships, the job itself (the variety of task involved, the interest and challenges the job generates and the clarity of the description/requirement).

Satisfaction is one of the major concept in Human Resource Management (HRM). Employee satisfaction is a measure of how happy workers are with their job and working environment. Keeping morale high among workers can be of tremendous benefit to any company, as happy workers will be more likely to produce more, take fewer days off, and stay loyal to the company. These indicate that there are many factors that can used to improve or maintain high employee satisfaction, which wise employers would do well to implement. Job designed aims to enhance job satisfaction and performance; may include job rotation, job enlargement and job enrichment. Other include the management style and culture, employee involvement, empowerment and autonomous work groups, pay, work responsibilities, a variety of tasks, promotional opportunities the work itself and co-workers. Job satisfaction is considered as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job, and an attitude towards one's job. Davar and Ranju, (2012) further viewedJob satisfaction as an attitude related to the objects of cognitive evaluation,which are affecting (emotion), beliefs and behaviours. This suggests that people form attitudes towards their jobs by taking into account their feelings,beliefs, and behaviours.

Job satisfaction plays a vital role for any organization to achieve its goals and missions. It refers to the degree or level of contentment or discontent of an employee regarding his/her work in general (Hussin, 2011). It also, described as the mental attitude and perception of the work that may eventually create the intention of the employee to join an organization, stay, or leave the job. Employees have their own needs, interests, preferences, choices, feelings, and wishes, which make them comfortable and feel that they are in a right place in accordance to their capabilities, and that the job will be the source of satisfying their needs and expectations.

Millan, Maria, Jolanda, and Aguado, (2011), report that job satisfaction is a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics, such as the ability to use initiative, in relation with supervisors, or the work the person actually performs; there are symbolic or qualitative facets of the job. While extrinsic sources of satisfaction are situational and depend on the environment, such as pay package, promotion, or job security; these are financial or other material rewards or advantages of a job. Both intrinsic and extrinsic job facets should be a composite measure of overall job satisfaction. Job satisfaction as an input required for attainment of organizational objectives. In other word lecturers deserved to be happy on their job through adequate provision of salary, physical condition and healthy relationship between the school authority and the lecturers. This will enhance the overall performance of their organization. Therefore, in an organization, employees are the key resources through which all the other objectives are achieved. Lecturers are the employee of the educational organization and their job satisfaction promotes teaching and learning. Employees will demonstrate pleasurable positive attitudes when they are satisfied with their job.

Job satisfaction describes how contented a worker is with his or her job. There are varieties of factors that can influence a person's level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organisation, the quality of the working conditions, leadership and social relationships, the job itself (the variety of tasks involved, the interest and challenge of the job generates, and the clarity of the job descriptions/requirement). The happier people are within their job, the more satisfied they are said to be (Hashim and Mammam, 2013).According to Hashim and Mammam, (2013), the most common way of measuring the job satisfaction is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities variety of tasks, promotional opportunities, the work itself and the co-workers.

Tella, Ayeni and Popoola (2009), posited that there are three important dimensions to job satisfaction:

i. Job satisfaction is an emotional response to the job situation, as such, it cannot be seen but it can only be inferred.
ii. Job satisfaction is often determined by how good outcome met or exceed expectations, for instance if organisation participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitude towards the work, the boss or among co-workers. On the other hand, if they feel they are been treated very well and are being paid equitably, they are likely to have a positive attitude towards the job.
iii. Job satisfaction represents several related attitudes, which are most important characteristics of a job about which people have an effective response.

Johson (2015),Moreover,averred that job satisfaction describes the level of happiness workers experience. It is an important element within the organisation because it directly relates to the productivity of employees. Workers who experience high job satisfaction are generally more productive than unsatisfied workers are. Halpin (2016) describes teacher's job satisfaction with their social and professional needs such as help, support and work with each other. Most employees work also feels the need for social interaction and friendly supportive employees lead to increase job satisfaction. Similarly, Spector (2008), asserted that job satisfaction can lead to behaviour that can have either a positive or negative effect on organisational functioning. For example, the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school.

He further, states that job satisfaction influences people's attitude towards their jobs and various aspects of their jobs. Job satisfaction is affected by personal and organisational factors, which cause an emotional reaction affecting organisational commitment. The consequences of job satisfaction include better performance and reduction in withdrawal and counter-productive behaviours (Morrison, 2008).Osegbemi (2010) postulated that satisfaction on a job might be motivated by the nature of the job, its pervasive social climate, and context to which workers peculiar needs are met, working conditions that similar to local and international standard, and the extent to which they resemble work conditions of another profession in the locality. Hence, for the employees to have job satisfaction, the organisation should ensure good remuneration through salary.While Geoge and Jones (2008) see job satisfaction as the collection of feelings and beliefs that people have about their job. People's level of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction, in addition to having attitudes about their jobs as a whole. People also can have attitudes about various

aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay. Aziri (2011) in the other hand, consider that job satisfaction represents a feeling that appears because of the perception that the job enables the materials and psychological needs.

There are two types of job satisfaction reported by Mueller and Kim, (2008), which are based on the level of employees' feeling regarding their jobs. The first one is global satisfaction, which refers to employee's overall feeling about their jobs. For example, "Overall, I love my job". The second type of job satisfaction is job Facet satisfaction, which refers to the feeling about specific job aspects such as salary, benefits, and the quality of relationships with one's co-workers, (e.g. "Overall, I love my job but my schedule is difficult to manage"). In addition, measurement of job facet satisfaction may be helpful in identifying which specific aspect of the job requires improvements. The results may aid organisations in improving overall job satisfaction or in explaining organisational issues such as high turnover.

Components and Types of Job Satisfaction

The most and widely accepted explanation of job satisfaction was presented by Barnstein and Nash (2008) who see job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences'. According Bernstein and Nash (2008),job satisfaction have the followings components as depicted in figured.

i. **Emotional Components:** this refers to feelings regarding the job such as boredom, anxiety, or excitement.

ii. **Cognitive Components:** this refers to beliefs regarding one's job, for example, feeling that one's job is physically and mentally demanding and challenging.

iii. **Behavioural Components**:this involves people's actions in relation to their work. These actions may include being a delay, overstayed or pretending to be in order to avoid work.

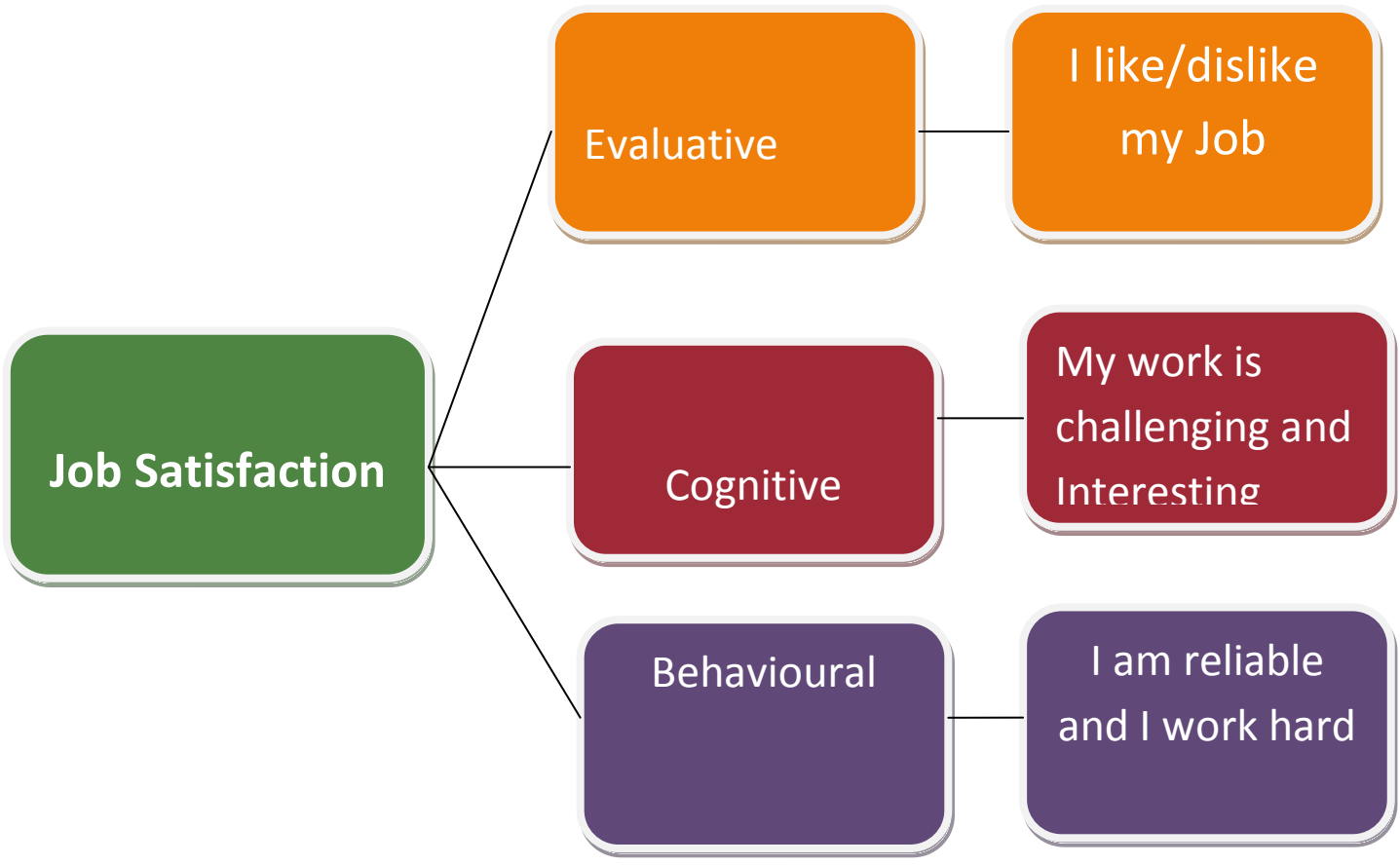


Figure: Components of Job Satisfaction

2.2.2 Salary

Salary simply refers to the fixed amount of money or compensation paid to an employee by an employer in return for the work performed.Salary is commonly paidat fixed intervals, for example monthly payments of one-twelfth of the annual salary. Salary is fixed pay, or compensation. According to Ayeni, Kareem, and Oyebamji (2013), salaries not only assist people to attain their basic needs, but also are instrumental in satisfying the higher-level needs of people. The perception someone has of being paidas salary is worth predicting his/her job satisfaction. Hence, there is a positive and significant relationship between compensation and job satisfaction. Pay is one of the most significant variables in explaining, job performance, and job satisfaction. Abolarin, (2016) found that the relationship between salary and job satisfaction including a mediating variable love for money and identified that the employees who give more importance to money if they receive a pay increase they would be more satisfied with their job and vice versa. Akram, (2012) concludes that salary and other emoluments are the most important variables that influence employee satisfaction, because each employee needs a livelihood to support his/ her family.

Money paid as salary not only gives people an opportunity to satisfy their primary needs, but also fosters satisfaction of higher levels needs. Those who make more money are more satisfied than those who make considerably less. Moreover, well-paid samples of individuals are more satisfied than relatively poorly paid individuals. Employees more often perceived their salary's level as a reflection of how management estimates their contribution to the company's activity. If employees have an opportunity to choose themselves to some extentindependently indulgences from the whole package rendered by the company, then they receive greater satisfaction from indulgences receivables and the job in the whole.

Oyebamiji and Funmilola (2013) discovered that job satisfaction dimensions jointly and independently predict job performance as pay. Job satisfaction level is less for employees, who receive less amount of pay whereas higher amount receiving employees have a high level of satisfaction. Vieira and Serrano cited in Usman, Akbar, and Ramzam (2013) examined low and high paid workers' job satisfaction.The study results show that when low paid employees compared to highly paid employees, low paid employees showed a low level of job satisfaction, except in the UK. Their results also indicated that the gap between low paid employees' and high paid employees' job satisfaction is expanded in the Southern European countries.

Poppola and Ayeni (2007) viewed that people of 21st century pay much attention to their lifestyle and the money they earn from the work they do. However, it remains unclear whether many of them would continue working, if it were not for the money they receive. Compensation/salary plays a significant role in influencing job satisfaction. This is because, money is an important instrument in fulfilling one's needs and employees often see pay as a reflection of managements' concern for them. Consequently, employees want a better pay system, which is simple, fair and in line with their expectations. When pay is, seen as fair, based on job demands, individual skill level, and community pay standard, satisfaction is likely to be the result. (Muguongo, Muguna and Muriithi, 2015).

It is acknowledged that, job satisfaction is less for employees, who receive less amount of pay whereas higher amount receiving employees have a high level of satisfaction. In contrast however, Sharief (2014), posit that, to get the best performance from employees, there is the needs to be provide some kind motivation beyond the weekly pay check. Motivation can come in the form of financial incentives, the

opportunity to get involved in company projects, a career path that leads to management and direct involvement from management into the daily tasks. This view is supported by Vicki (2015) who stated that many managers and supervisors labour under the mistaken impression that the level of employee performance on the job is proportional to the size of the employee's pay packet. Although this may be true in a minority of cases, numerous employee surveys have shown largely this to be untrue. In fact, salary increases and bonuses for performance, in many instances, have a very limited short-term effect. The extra money soon comes to be regarded not as an incentive but as an "entitlement". In addition, the employees should be assured with job upgrades through timely promotion.

2.2.3 Promotion

Promotion refers to the advancement of an employee within an organization position or job tasks. A job promotion may be the result of an employee's proactive pursuit of a higher ranking or as a reward by employers for good performance. Typically, is also associated with a higher rate of pay or financial bonus. It is the reassignment of an employee to a higher rank of the job. Malik, Danish and Munir (2012) opined that promotion as the elevation to a higher job accompanied by an increase in pay and privileges. It is an upward advancement of an employee in an organization, which commands better pay, better status, higher opportunities, higher responsibilities, and better working environment. The promotion provides motivation and job satisfaction to all personnel.

Promotion implies upgrading of an employee to a higher post involving an increase in rank and responsibilities. Every organization, whether big or small, should have a formal and systematic promotion programme. The ladder of promotion must be clearly established and communicated to the employeesalso a dead end job must be

stated in the organisationalladders.Some companies provide promotion to their employees considering experience, service and some companies reward promotions by measuring employee's talents and capabilities. However, whatever the format that organizations adopted there is a positive correlation between promotions and job satisfaction.

According to Sophia (2013),what drive anemployee to work at a particular company or organisation is the opportunity to progress. It is human nature that in general they require achange for the better and more advanced than the current position obtained. Ranupanjojo and Husnan in Sophia (2013) posit that promotion" is a shift from one position to another position higher accompanied with an increase in salary or wage and others fringe benefits attached. According to McCausland, Pouliakas, and Theodossiou, (2009) job satisfaction is strongly correlated with promotion opportunities withdirect and positive association with job satisfaction. A significant facet of the career of an employee is a promotion that affects another aspect of the experience of the work. They are made-up of a vital facet of mobility of labour related to workers, most frequently having a considerable increment of wages (Miceli and Mulvey cited in Malik, Danish and Munir 2012). Robbins (2003) however, added that promotion provides opportunities for personal growth, increased responsibility and increased social status.

Sajuyigbe, Olaoye, and Adeyemi (2013) collaborate that, many people experience satisfaction when they believe that their future prospects are good. This implies that opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may reduce.However, most employees are too much engaged. This engagement can normally

be due to over occupied activities they found outside their prepared schedules, which can be seenas excess workload.

2.2.4 Workload

Workload refers to the intensity of job assignment. It is also the amount of work carried out by someone or something. Workload is the amount of work performed by an individual in a given period or the average amount of work handled by an individual at a particular instant of time. The actual job done by the worker might constitute a source of stress for him. Workload has important implication for work-related stress withnegative impact on the satisfaction and health of the employee. The workload can be term as the concentration or the amount of assignment and task, which employee is responsible at work, (Ali, Raheem, Nawaz andImamuddin 2014). This aspect refers to the degree of stress experienced by individuals due to the conception that they are unable to adapt or be active with the amount of work assigned to them. Heavy workloads can negatively affect the psychological well-being of employees, their blood pressure and heart health, the stability of their family relationships, and their safety in the workplace. All of these negative effects can fluctuate on a daily basis based on the employees' perception of the amount of work they have to do.

Several studies have highlighted the deleterious consequences of high workloads or work overload. According to Ahmad and Ramzan, (2013) work overloads and time constraints were significant contributors to work stress among community nurses. Workload stress can be defined as reluctance to come to work and a feeling of constant pressure (i.e. no effort is enough) accompanied by the general physiological, psychological, and behavioural stress symptoms. Employees who reported feeling overworked also reported feelings of psychological and emotional distress and a

reduction in their overall levels of well-being. These effects were found to be less severe when employees felt the organization placed a high level of value on their work and gave them a sense of control over their circumstances. Negative effects were more severe when employees felt not only overworked but also powerless and not valued by the organization. A document on the subject "evaluation and management of staff workload" duly approved by CEO (HR) of Vincent policy manual witnesses that excessive workload, actual or perceived can contribute towards stress-related psychological illness (Hussin (2011). He found out that in the comparison between sudden increase and decrease in workload situations, the results indicated that performance was significantly impaired for both conditions.

He further found out that Job stress is negative related to performance that is the higher the stress, the lower the performance. Employees who have enough work to do remain more active and energetic while work-less employee leftover inactive and lazy. Workload pressure can be positive leading to increase in productivity. Underutilization of human skills or failing to reach the full potential of the employees is also one cause to increase stress. Employees who possess the capabilities to perform a job enjoy workload. However, when this pressure becomes excessive it has a negative impact.

The workload can be classifiedinto two namely;role overload and two role lower loads. Role overload: this occurs when an individual is expecting to do a work over than available time, resources, and his/her capabilities. Employee face many expectations from direct, subordinate, colleagues, top management, local community etc. (Ammar, 2012). Role overload can be qualitative or quantitative. Qualitative take place when an individual does not have sufficient ability to do a particular work, while quantitative task happens when an individual has huge task/work to do or to time shortage to perform them. This implies that qualitative overload deals with knowledge of the employee to

perform the task while quantitative overload deal with time taking by the employee to accomplished the task. Role lower load: this occurs when taskduty or role is lesser than the level of individual capability, which generates bored feelings or stress. In this two cases individuals who are in contact with stress, might be afraid, tensed and also fear not leads to their expected duties and in the second they feel small work or lack of its importance, all this mention affect job satisfaction. Sometimes, the work overload creates a gap for the employees for them to satisfy their families. Hence, creates a problem, which at the end leads to the existence of family pressure.

2.2.5 Family Pressure

Family, is a group of people affinity either by consanguinity (by recognized birth), affinity (by marriage or any other relationship help like a sibling in a family), or co-residents. In most societies, family is the principal institution for the socialization of children. Family life can be a major source of stress. The more organized the family is, the less likely it is to be stressful. Work-family balance remains a central issue for employed parent and employee alike. The earliest view of the relationship between work and home is that they are segmented and independents. Therefore, they do not affect each other, and then spill over the model, which stated that family and work life could affect each other both in positive and negative direction. The latest on are conflict model which views family-work, and personal life to generate demands competing to be satisfied with the resources of the individual, such as time and energy(Benito-Osorio, Munoz-Agued, and Villar 2014).

Homework interface can be known, as the overlap between work and home; the twowaysrelationship involves the source of stress at work affecting home life and vice versa effects of seafaring on home life, demands from work at home, no support from home, absent of stability in home life. It asks about whether home problems are brought

to work and work has a negative impact on home life (Ahmad and Ramzan, 2013). For example, it questions whether the workers have to take work home, or inability to forget about work when the individual is at home. Difficult in balancing work and family life results in a degree of stress as related; among others are things to the feeling of not having enough time and energy. The need of this conflict model arises as a response to work-family conflict, which occurs when the requirements of the personal role are mismatched with one of the productive and vice versa. (Ruppanner, 2013), this conflict generates tension to individuals who bear the exposure to an increased stress and reducing their productivity level and causing a negative impact on the organization, lecturers in colleges of education experience this problem, which possibly may reduce their performance to work as expected. A work-family conflict is a form of inter-role conflict in which the role pressures the work and the family spheres, which is mutually incompatible.

The need for balancing arises from the existence of a conflict between work and family sphere, triggering the development of roles that might be mismatched and difficult to reconcile. As observed by the researcher most of the analysed studies agreed in stating that work-life balance is not a threat tothe business result. Moreover, they have different versions to explain its positive impact onthe organization(s). Endless working hours, rigidity and lack of spare time to meet personal and family needs cause stress levels to individuals, reducing disposition, affecting creativity at work and hampering concentration (Prasad, 2012). An organization that practices good policies in balancing family-work conflict will increase its productivity of its workers and make the workers feel working in a good working environment.

2.2.6 Working Environment

Bushiri, (2014), report that, working environment as an entity which comprises the totality of forces, actions and other influentialfactors that are currently and, or potentially contending with the employee's activities and performance. The working environment is the sum of the interrelationship thatexistswithintheemployees andtheenvironmentinwhichtheemployees work. The major challenges of the organization in present time, is to create a healthy environment that influences and motivate its employees for maximizing productivity. This responsibility lies with management and government at the various level of an organization. The work environment of any organization generally, comprises of three sub-environments, which are technical environment comprises of tools, equipment, infrastructure, and another technical element. The human environment comprises of peers and colleagues with whom employees relate to, team or workgroup, interacting with leadership and management. While organizational environment on the other hand, includes; system, procedures, practices values and philosophies (Oyintola, Abiodun, & Florence, 2013).

Working conditions is one of the most factors that impose a moderate impact on job satisfaction. If the working conditions are good (e.g. offices are neat and cosy, clean and engaging), staff could easily manage their job. If bad working conditions are available (e.g. it is hot or noisy in the office and dirty), it would be more difficult for employees to implement their work effectively. Otherwise, working conditions affect job satisfaction similar to promotion or salary influence. If all are favourably around, there would not be problems with job satisfaction.

Working environment plays an important role towards the employees 'performance. Working environment is argued to impact immensely on employees' performance either towards negative or the positive outcomes, it was supported by Hicks

cited in Oyintola, Abiodun, & Florence, (2013), poor working environment exposes employee to injuries, discomfort and helps to reduce productivity; therefore, an organization has to provide a conducive-environment that will protect the employees. There is nothing a worker can do, without environment being friendly, conducive because of this all efforts should be geared towards providing those conditions such as enough space, good ventilation in offices, adequate electricity and other materials that will enhance the environment to be suitable for work.

Work environment could be physical, social, psychological, and technological conditions that found in working places that impact the job performance of lecturers. This impact could be directly or indirectly, and environment could be internal or external. Environmental factors include social interaction, power supply, physical facilities, and motivation. The working place or environment can impede or enhance the productivity of lecturers whose jobs require a comfortable and conducive environment. Kampert (2008) averred that employers who pay attention to all the details that affect the welfare of their workers including the work environment are likely to retain the best people, save cost, and improve the productivity of their workers. Also Sakir & Fajoyomi (2007) identified clean environment as part of the incentives packages that can be given to workers.

Sharief (2014), stated that an effective employee is a combination of a good skill set and a productive work environment. The work environment is grouped into two namely: the external environment and internal environment. External work environment Molokwu cited in Kampert (2008), sees it as a factor such as custom and law of the community within which the organization operate or situated, weather condition, policies etc. outside the work environment. The internal work environment is seen as the surroundings such as things concerning operation, which consists of buildings, furniture,

layout, as well as the physical condition under employee operations, it contributes to employee's productivity and quality output. He further postulated that unhealthy depression or unsafe work environment lead to job dissatisfaction and eventually low productivity. When an office is grossly difficult in stimulation the resultant effects are absenteeism, lateness, wastage of resources, disobedience and many other negative attitudes will be displayed. Jayaweera (2014)revealed that there is a significant relationship between work environmental factors and job performance. Jawaweera (2014) and Abolarin (2016) opined that, incentives at workplace had a positive impact on employee's performance then infrastructure at workplace.

2.3 **Concept of Business Education**

Business education is a primary education for vocation. It is an integral part of vocational and technical education. A training system that encourages the beneficiary to acquire skills that fit into the world of work. Business Education encompasses attitude, knowledge and skills needed by all citizens in order to effectively manage their personal business and economic system. It is also an embodiment of vocational knowledge and skills needed for any level of employment and advancement in a broad range of business careers, (Adeshina, 2007).

Aliyu (2013) explained that business education is the education for business. It is the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business environment. He further stated that business education is the education for acquisition and development of skills and competencies, attitude and attributes which are necessary for the efficiency of the economic system. Osuala (2004) in Aliyu (2017), sees business education as a programme of instruction which consists of two points, office education and general business education that provide students with information and experiences which are needed by all in managing

personal business affairs and in using the services of the business. Mustapha (2008) in Aliyu (2017) noted that business education is an aspect of the total education programmes that provide knowledge, skills, understanding and attitude needed to perform in the business world as a producer and or as a consumer of goods and services that business offers. Ibrahim (2008) in Ajoke and Mary (2012) stated that business education encompasses knowledge, attitude and skills needed for all citizens in order to effectively manage their personal business and function effectively in their economic systems.

Business Education is a sub-field of Vocational and Technical Education (VTE) which inculcates in the youth's desirable social, cultural, and economic behaviour. It contributes to the primary aims of Vocational Education through instructions of Business Courses such as Book-keeping, Typing, Shorthand, Accounting, Marketing and Commerce.

Osuala (2004), sees Business Education as a programmes of instruction which consists of two parts: (1) Office Education, a vocational education programmes for office careers through initial, refresher, and upgrading Education and (2) General Business Education, a programmes to provide students with information and competencies which are needed by all in managing personal Business. Business Education could simply mean an educational process or content which has its primary aims as the preparation of people for roles in the Business organization; such roles could be anemployee, entrepreneur, and employer or simply as self-employed. Business Education is an Education for business, or training in business skills which are required for in use business office and for clerical Occupations.

Osuala (2004) noted that Business Education is that part of total Education which; apart, from providing adequate general education at specific levels, aims at preparing youths for work in business, industry and the other offices. Accordingly, Ayeduso (2004) further noted that Business Education aims at providing occupational and career orientation and exploitation of job opportunities and requirements in business. It helps in the development of occupational knowledge, attitudes and skills, in the clerical, stenographic, Book-keeping and Accounting, Data Processing, Marketing and sales, Office Administration, Business Ownership and Management fields.

Ayeduso (2004), citing the Joint Committee of the National Business Education Association (NBEA) and Office Education Division of American Vocational Association (DAVA) (1980) stated that Business Education is a broad, comprehensive discipline whose instructional programmes encompassed the knowledge, and skills needed by all citizens in order to effectively manage their personal business and economic system and the Vocational knowledge and skills needed for entry-level employment and advancement in a broad range of Business careers. Aliyuin Aliyu (2017) viewBusiness Education "as the Education for the acquisition and development of skills and competencies, attitudes and attributes which are necessary for the efficiency of Economic System". Therefore, Business Education is one area where students are trained in the management of information, data processing and word processing.

2.3.1 Job Satisfaction and Business Education Lecturers

Business education lecturers like other workers have needs. The needs are what they aspire to fulfil. Hence, job need implies job satisfaction. Amstrong (2016) satisfaction comes about when some of our needs or desiresmet. Vroom (1964) earlier, suggested that every worker goes to his place of work with certain desires or needs.

When these needs and expectation are met he is said to be satisfied, he puts in his best, but when the needs are not satisfied, he contributes little to his work.

The researcher opined that a worker who likes his job and met with his expected needs desire would work more efficiently and devotedly. This idea also applied to the educational context, as business education lecturer who finds their job satisfying will work harder. This will in turn create a better learning condition for students. Kaliski (2007) said that attaining job satisfaction would be greater where an individual's needs, abilities, and objectives can be marched to a job that fulfils them. This means that people go to their organisations with certain needs and objectives. Their satisfaction with the job therefore, depends on the realization of those needs or objectives that have in their mind.

2.4 Concept of Gender

Gender is refers,to as the behavioural, cultural or psychological traits typically associated with one's sex. Abdullahi (2014), stated that gender is a socially constructed term depicting the system of relations between males and females, and designates behaviours, attitudes, roles, status and other processes that govern relationship among sexes in a given educational socio-economic and political context. The author further, stated that gender relations are rooted primarily based on biological or social relations although they may include elements of social as well as ideological and cultural relations spread with power differentials that map the range of processes, behaviour, activities, form of group considered appropriate for men and women, for a given collectively over a particular period of time.

According to Igbinedion (2011), in most parts of the country, the cultural roles or expectations of men and women are known to be clearly defined, and some studies have shown a significant relationship between gender and occupational aspirations, preference and academic performance. Ifedili (2012) maintained that gender discriminations which

are highly peculiar to girl-child could only be eliminated through education and empowerment; this is because some girls have proved that they could be the best if given a chance academically.

2.4 Concept of Academic Performance

Academic performance refers to how well a student does in school. Poor grades are considered bad academic performance. It also refers to how good students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Performance is the outcome of education. It is the extent to which a student, teacher or an institution has achieved their educational goals. To students in particular, performance is the extent to which students achieved certain goals during their educational training (Annie, Stoker & Mildred, 2015). In agreement with this, Ibrahim (2011) sees performance as what students achieved in their studies and how they cope with or accomplish different learning tasks given to them by their teachers. Otoo (2007) stated that, performance is the capacity to achieve when one is tested on what he has been taught. Performance is the real outcome of educational training. Abdulsalam (2016) asserted that, performance is commonly measured by examination or continuous assessment or cumulative grade point average (CGPA) of students.

Gouch (2009) opined that, academic performance refers to the way and manner student's deals with their studies and how they cope with or accomplish different tasks given to them by their teachers. Rothstein (2010) sees academic performance as successful accomplishment or performance in particular subject area. It is indicated by grades, marks and scores of descriptive commentaries. Kobaland and Musek (2011) defined performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and

quantity of desired outcome, time or rate to solution, time or task level reasoning and critical thinking, creativity, recall and retention and transfer of tasks.

Abdullahi, (2014) view academic performance as the index of general mental abilities which are responses to test of different kinds. In societies like Nigeria where the standardized test of different kinds exists, the academic performance of the students is represented by the individual's response to standardized scholastic aptitude tests; and level of response given to such scholastic aptitude tests can help in determining success.

In educational institutions, success is measured by academic performance, or how well a student meets the standard set out by the institution. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents and government education departments alike (Indabawa in Aliyu 2016). Although, education is not the only road to success in the working world, much effort is made to identify, evaluate and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choice and job security.

Aliyu (2016), stated that academic performance is evaluated in school in a number of ways, for regular grading students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Therefore, teachers evaluate in the form of letter or number grade and side notes to describe how well a student has done in school though investigation in fostering good academic habits for the same reason, are also often influenced by concerns about the school reputation and the possibility of monetary aid from government institutions which can hinge on the overall performance of the school.

Gbadebo, Ike and Adamu (2009) posit that academic performance is the learning outcomes of the child which includes the knowledge, skills and ideas acquired and

retained through their course of study within and outside the classroom situation. Tenibiaje (2009) reported that poor academic performance was recorded at both secondary and tertiary levels in Nigeria. This persistent poor performance of secondary school students in public examinations such as the senior school certificate examination in Nigeria in recent years has made the development of secondary school education a difficult task. Parents, guardians and other stakeholders in education industry have variously commented on the performance of secondary school students. Also, students' educational and psychological development has been the subject of many studies for a long period of time, because these areas of development are important areas of educational development for students themselves, their families and educational authorities. In other words, both academic and personal development of students has been a concern especially of educated individuals in the society.

Many variables account for academic performance such as demographic factors (age, sex) and environmental factors (family background and school environment). Osonwa, Adejobi, Iyan and Osonwa (2013) observed that academic performance of senior secondary school students has been largely associated with many factors. Most students in senior secondary school in Nigeria are confronted daily with challenges of coping with academic under serious stress, emotional strains occasioned by a long walk to school, poor environment and being taught by unmotivated teachers coupled with this is an uncooperative-to-study attitude of parents who more often fail to provide for the needs of the family.

According Latino students in Chicago, Marschall (2006) there are many causes of low academic, lack of cooperation among schools, parents and their communities plays a big role. This suggests that both the determinants and effects of parents' participation in school management should be considered in order to ensure quality education and

quality performance. Adesehinwa, (2013) reported family type and poor funding and lack of good home foundation.Ibrahim (2011) explained that academic performance as what students achieved in their studies and how they cope with or accomplish difference learning tasks given to them by their teachers. The author further, reported that success is measured by academic performance in educational institutions on how well a student meets the standard set out by the institution. How students process information and approach a learning task will eventually influence the quality of the outcome. In the past, academic performance was measured more by ear than today.Teachers' observation made up the bulk of the assessment and today's summation or numerical method of determining how well a student is performing isafair recent invention. Grading systems come into existence in America in the late Victorian period.

2.5 Review of Empirical Studies

There are many empirical studies related to this study, the researcher reviewed the following:

Bello (2000) conducted a study on Factors influencing job satisfaction of business education teachers in Nigerian colleges of education. The statement of the problem in this study was that business teachers are not satisfied with the teaching job and this made them migrate to other sectors of the economy. The unstable academic environment of the higher institutions and few numbers of business teachers in both federal and state colleges of education in Nigeria together with the workload are also part of the problem. The study designed to examine the relationship between factors of job satisfaction and job satisfaction of business education teachers in Nigerian colleges of education. Six research questions and seven null hypotheses were formulatedthe research design was survey research design. The population of the study consists of two hundred and forty-four (244) business education teachers in seventeen federal colleges of

education and twenty-three (23) state colleges of education that offers business education in Nigeria.

In Bello's study, the sample size was one hundred and forty (140) business teachers and simple stratified random sampling method was used for the selection. A combined moderated questionnaire made-up of two sets of questionnaires by Hoppick and Courier/Zbaracki survey instrument was used as the basis for data collection for the study. In analysing the data, frequency and percentage wereused for analysing teacher variable; Pearson Product Moments Correlation Coefficient was used to determine the relationship between job satisfaction of each of seven variables stated. The seven null hypotheses formulated were all retained indicating that business teacher's job satisfaction was independents to the variables for the study. The study revealed that the work performed job advancement prospects in the school environment, teachers' recognition, working conditions and benefit, administrative policy,supervision, salary,and social interaction among business education teacher are not sources of job satisfaction to them. Based on the findings the researcher recommended that good working conditions and prompt payment of salary and benefit should be puts in place by both federal and state government.

In Bello's work, specific objectives and assumption of the study were not stated. In addition, the level of significance to accept or reject was not mentioned. An empirical study was notstated. However, the present study is related, with Bello's study because both studies focused on job satisfaction of business education lecturers and statistical tools are used. Nevertheless, differ in research design, population, sample size and sampling techniques

Olufemi (2005) conducted a research study on evaluation of job satisfaction among Business education teachers in the Osun State of Nigeria. The researcher employed survey research design and population for the study was estimated at seven hundred (700) business education teachers. Five hundred (500) subjects were randomly chosen using the stratified sampling technique. The study was undertaken to a certain degree to which post-primary institutions business education teachers are satisfied with their job in the Osun State of Nigeria. The researcher stated four (4) research questions and four (4) null hypotheses. Also, the researcher used mean and standard deviation in analyzing the research questions while Pearson moment correlation procedure and ANOVA were used in testing the null hypotheses at 0.05 level of significance. The researcher concluded that,

Business education teachers in Osun State are yet to drive full satisfaction from their job. The result indicated that if the teachers were highly remunerated, the satisfaction on the job would increase. Availability of adequate teaching aids can also affect the performance of their job positively.

In line with the conclusionderived from the study findings, the researcher recommended that:

i. The conditionof services which are a strong factor of job satisfaction should be reviewed upward.
ii. Seminar conferences and in-service training that would enhance the moral and professional commitments of business education teachers should be organized.
iii. Adequate teaching aids, equipment and facilities should be put in place.

The current research is related to the past research study because of the job satisfaction. The researcher should have specified the actual population of the study and

the researcher did not stressthe commitment of teachers as an outcome of job satisfaction.

Bukar and Buba (2006) conducted a study on Teachers Job Satisfaction and Students Academic Achievement in Gombe State Senior Secondary School, Nigeria. The main purpose of the study was to determine the relationship between teachers' job satisfaction and students' Academic achievement in Gombe State Senior Secondary Schools. The problem was the poor performance of students in SSCE examination. It was recorded that the SSCE results indicated that only 1.06%, 1.97%, 4.30%, 1.27%, and 2.6% respectively of the students that sat for the SSCE examination got five (5) credits and above including Mathematics and English Language (Gombe State Ministry of Education 2002, quoted by Buba, 2005).

In Bukarand Buba's work five hypotheses were formulated. The target population of the study was all the teachers in the state senior secondary schools. Simple random sampling techniques were used to select twenty (20) senior secondary school and seven hundred and forty (740) teachers out of two thousand eight hundred and ninety-two (2,892) teachers in the school system as a sample for the study. Teachers Job Satisfaction Questionnaire (TJSQ) and relevant information from official records were used for data collection. A five (5) point Likert-scale type of questionnaire was adopted and the test for reliability of the instrument was carried out.

Descriptive statistics of mean and standard deviation, Pearson Product Correlation Coefficient were used to analyse the data at 0.05 level of significance. The study revealed that there was a significant relationship between teachers' remuneration and financial benefits teaching/training facilities, welfare packages/teacher job satisfaction and students' academic achievement in Gombe State Senior Secondary

Schools (1998-2002). The correlation was significant and the null hypotheses were therefore, rejected. Based on these findings it was recommended the state government should improve teacher's condition of services and provide adequate effective instructional materials for teaching and learning.The current research work is related to that of Bukar and Buba's work in the aspect of job satisfaction, and statistical tools used. However, it differs in the population and sampling technique used, sample size and factors considered to determine the job satisfaction.

Chukwumeka. (2006) conducted a study on Teaching Profession, Gender Job Satisfaction: A study of teachers in Enugu state on School System. This study investigated the level of job satisfaction among male and female Teachers in Enugu state school systems. Two specific objectives were raised and two hypotheses were formulated. The study made use of survey research. The population of the study was two hundred and fifty-eight (258) secondary schools from six educational zones. Stratified sampling technique was adopted to select three hundred (300) teachers from each educational zone. The instruments used for data collections are a questionnaire, face-to-face interview, observation and relevant records from the various schools in the six educational zones.

The statistical tool used for data analyses was chi-square (x^2) at 0.05 level of significance. The study revealed that female teachers are more satisfied with teaching profession than their male counterparts. Based on this finding it was recommended that the state should employ more of female teachers than the male teachers.

The present research work is related to that of Chuwuemeka (2006) in the area of job satisfaction of secondary school teachers. Nevertheless, the present study differs,

from the previous in the area of sampling techniques, statistical tools for analyses sample size and scope.

Annierah, Datu, Kamarulzaman and Maeda (2013) conducted a study on the Work Performance and Job Satisfaction among Teachers of Division of Cotabato City in Mindanao, Philippines. This study attempted to find out the relationship between work performance and job satisfaction among teachers of Division of Cotabato City.

The researchers raised three research questions, descriptive correlation design was used. The sample size of two hundred (200) elementary teachers from twelve (12) was selected public schools. The questionnaire was used as an instrument to collect data. The data collected were analyzed using descriptive statistics such as group frequency distribution, percentile, mean and standard deviation. The researchers also used Pearson Product Moment Correlation Coefficient to determine the correlation between job satisfaction and work performance. Based on the findings of the study, it was concluded that the teachers of Division of Cotabato City display a high-level performance related skills, abilities, initiatives and productivity, exceeding requirement in many of the area of work performance. The teachers of Division of Cotabato City were contented with their job satisfaction facets such as promotion and growth, working conditions, work itself, achievement, recognition and responsibility. This implies that a teacher satisfied with his/her job are also a productive one.

The observation about Annierah, et al study was that hypotheses were not formulated; also the assumption of the study was not made, sampling technique was not stated as well as pilot testing was not carried out. Nevertheless, the present study related to Annierah et al study in the area of statistical tools for analyses. Though the present differs in the area of population, scope and research design.

Mamman and Hashim (2013) conducted a study on the impact of Job Design on Job Satisfaction in Kaduna Polytechnic. The population was 1,500 Kaduna state polytechnic lecturers, comprises of five colleges out of which 261were selected as sample,surveyresearch design, was adopted by the researchers and a structured questionnaire on a five-point Likert's scale was used as an instrument to collect data from the respondents. Mean, percentage, and rankingused to analyze the data. The study found that, the majority of the lecturers in Kaduna state polytechnic are not happy with their pay package, and the study recommended that the pay package in Kaduna polytechnic should be improved.

The present study is similar to the past study of the following areas; both focus on job satisfaction, both the studies adopted survey research designed, Likert scale was used as rating scale of the instrument for both studies, but the present study differ with the past study in the following areas: location, population and sample size selected. Although the work of the past researcher contributed to the success of the present study but the past, the study failed to state the number of research questions and hypotheses and there was no pilot testing. This is the gap that, the presents study filled.

Ayobami and Itiola (2013) conducted a study on "exploring the relationship between job satisfaction and organizational commitment among Health workers in Ekiti state, Nigeria". The study was conducted to ascertain the relationship between job satisfaction and organizational commitment among health workers. The researcher employed descriptive survey design. The sample for this study comprised three hundred and sixty employees of Federal Medical Center Ado-Ekiti, Ekiti state, Nigeria. Random samples were usedinsix research questions and six research hypotheses were raised to guides the study. The research questions were analyzed using descriptive statistics while the null hypotheses were tested at 0.05 level of significant using multiple regression, t-

test and Pearson correlation.

The result of this result has a relationship with the current research work in the sense that, reward system, Job satisfaction, job meaningfulness; training and supervisory role jointly predicted organizational commitment. One of the analyses tool (Pearson product moment correlation) used in analyzing data collected for this study. The researcher did not state the number of the population as well as the techniques used for sampling whereas the current study covered the population of 233 lecturers and sampling procedure. This is the major gap to be filled.

Abdullahi (2014) conducted a study on the "Relationship between Entry Grades in Accounting and Mathematics on Students Performance in Accounting in Colleges of Education in North-east, Nigeria". The researcher employed Ex-post-facto research design and formulated five specific objectives, five research questions and five null hypotheses are to guide the study. A total population of six hundred and fifty (650) students from nine colleges of education in Northeast zone out of six colleges selected as sample. Mean used in answering the five-research question while logistic regression was used in testing the null hypotheses. The study revealed among others that, there was no significant difference in academic performance in advanced financial accounting among male students with passes entry grades in principles of accounting at ordinary level and their female counterpart in colleges of education in northeast zone, Nigeria.

The researcher recommended among othersthat, credit in mathematics and principles of accounting at O/L should continue to emphasize and applies as basic admission entry requirement for accounting students in colleges of education irrespective of gender differences. The past study used only means in answering the research questions while the present research will use both mean and standard deviation, the

previous study does n't specify the sample size and sampling procedure but the current study specified the sample size and sampling procedures; these are the gab that the current study filled.

Abolarin (2016) conducted a study on the "Relationship between Job Satisfaction on Job Performance of Secondary School Business Education Teachers in Osun and Oyo State, Nigeria". The study involved a survey research design. The researcher formulates seven (7) research questions and seven (7) null hypotheses to guide the study. A structured questionnaire was also used to elicit information from the respondents. A total population of two thousand three hundred and twenty-four (2,324) out of four hundred and sixty-five (465) were randomly selected as a sample from the twelve (12) zones. Descriptive mean and standard deviation were used to analyse the research questions and Pearson Product Moment Correlation (r) was used to test the hypotheses. The study revealed among others that teachers are satisfied with the working relationship with the employer, also salary and fringe benefits had a significant influence on the job performance of secondary school business studies teachers in Osun and Oyo States Nigeria. The researcher recommended among others, that Osun and Oyo State governments should ensure the payment of salary and fringe benefits for secondary schools most especially, business education teachers in the states without any problem. However, her research has contributed to this study, but, the finding lacks generalization because it was only limited to two states.

2.6 Summary of Literature Reviewed

In the course of this study, several related kinds of literature were review under different sub-headings. The studywas based on 'Expectations and Equity Theory' and Herzberg Two-factor Theory of Motivation. Different concepts that made up the study

were examined in steps and sub-steps as endorsed by different authors and authorities. Fromthestudy, many authors were founds relating job satisfaction with salary, promotion, workload, family pressure and working environment. In addition, the review glanced at the theoreticalframework, conceptual framework, job satisfaction, salary, promotion, workload, family pressure, working environment, the concept of gender, academic performance, reviewed empirical studies, a summary of the reviewed literature. Nine empirical studies were also review.

From the literature reviewed, most of the literature revealed that, lecturers in colleges of education in North-west were heavily overloaded.Perhapsinability to perform the qualitative task expected. Hence, in the process of delivering this task many of them may found themselves dissatisfied. Where in most cases lecturers have to take work home or stay in the office after working hours or on the weekend to fulfil and sustain a professional standard.

The literature on the Job satisfaction was also reviewed. However, Jobsatisfaction is an input required for the attainment of organizational objectives. Based on the literature reviewed by the researcher, it was found that no one among the previous studies established a study on the relationship between job satisfactionof lecturers andacademic performance of business education students in colleges of education; this is the major gap that this study has filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the design and procedures employed in carrying out the study,under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Testing

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Survey and ex-post facto research designs were adopted for the study,thesurvey design is the design that deals with the collection, organising and analysing the data. As supported by Adamu (2015), survey design helps the researcher to systematically document current opinion and information on research work. While ex-post facto was used where the data on research variables were readily available in the colleges and do not need manipulations. Abdullahi, (2015) suggested that,theex-post facto designisusedwhere data for the study is already established and readily available. The designs were used because,theindependent's variables- job satisfaction data was not established while the dependent variable–academic performance of N.C.E. II business

education students was already established, hence, the use of these designs considered suitable for this study.

3.2 Population of the Study

The population of this study comprised of two hundred and thirty-three (233) business education lecturers and one thousand six hundred and two (1602) NCE II business education students,which give the total numbers of one thousand eight hundred and thirty-five (1,835), from nine (9) colleges of education in North-west zone, Nigeria. The population comprises male and female lecturers and students. The breakdown of the population is present in table 3.1.

Table 1: Distribution forPopulation of the Study

S/No.	Name of College	No. of Lecturers	No. of NCE II Students
1.	Federal College of Education (T), Bichi	32	144
2.	Federal College of Education (T), Gusau	24	81
3.	Federal College of Education, Kano	24	381
4.	Federal College of Education, Katsina	15	110
5.	Federal College of Education, Zaria	44	153
6.	Jigawa State College of Education, Gumel	11	103
7.	Kaduna State College of Education, Gidan Waya	17	161
8.	Sa'adatu Rimi College of Education, Kano	42	396
9.	Shehu Shagari College of Education, Sokoto	24	73
Total		**233**	**1602**

Source: Business Education Departmental Records Office and exams office of the Colleges of Education in North-west zone, Nigeria, 2017 Academic year

3.3 Sample Size and Sampling Technique

The entire two hundred and thirty-three (233) business education lecturers in the nine (9) colleges of education in North-west zone, Nigeria was used for this study;this is in line with Uzuagulu (2011) who opined that, the entire population should be used if the population is small. While in selecting the respondents from the students, Taro Yamane formula used to determine the sample size,since the population is definite. The formula developed by Statistician Taro Yamane, (Godavarti, 2016). While selecting the respondents; systematic sampling is used to select the 320 NCE II business education students; this was done by selecting one in every five students as seen in appendix IV.This enabled the researcher to detect the smallest worthwhile effects or the relationship between variables.

Hence, the breakdown of the sample size by the school was present in Table 2, below:

Table 2: Distribution forSample Size of the Study

S/No.	Name of College	No. of Lecturers		No. of NCE II Students
		MALE	FEMALE	
1	Federal College of Education (T), Bichi	23	9	29
2	Federal College of Education (T), Gusau	19	5	16
3	Federal College of Education, Kano	17	7	76
4	Federal College of Education, Katsina	8	7	22
5	Federal College of Education, Zaria	30	14	30
6	Jigawa State College of Education, Gumel	9	2	21
7	Kaduna State College of Education, Gidan Waya	11	6	32
8	Sa'adatu Rimi College of Education, Kano	30	12	79
9	Shehu Shagari College of Education, Sokoto	21	3	15
Total		**167**	**66**	**320**

3.4 Instrument for Data Collection

Academic Performance Results of NCE II Business Education students 2016/2017 academic session is used to determine the performance of the students,whilemodifyingquestionnairetitled "Questionnaire of Job Satisfaction", (QUJOSA)was used to collect data from the lecturers. The instrument was made-up of two sections - "A" and "B" as seen in Appendix II. Section "A" consists of the bio-data of the respondents, while section "B" consists of forty questionnaire items used to generate data which was used to answer the three research questions, and test the three null hypotheses stated in chapter one. All the items were measured using a modified four

rating scale from “Strongly Agree” (S.A) 4 points “Agree” (A) 3 points “Disagree” (D) 2 points and “Strongly Disagree” (S.D) 1 point.

3.4.1 Validation of the Instrument

The instrument was validated by researcher’s supervisors and one lecturer from the Department of Educational Psychology and Counselling, Faculty of Education, and one lecturer from the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria; for face and content validation.

3.4.2 Pilot Testing

The researcher administered thirty-two copies of the questionnaire to business education lecturers in Aminu Saleh College of Education, Azare, Bauchi State. The college was selected because, it has the same characteristics as the researcher’s target population; it is also located in Northeastzone, which is outside the area of the researcher’s coverage.

3.4.3 Reliability of the Instrument

The data obtained from the pilot study was subjected to statistical analyses using PPMC. The result gave a reliability coefficient of 0.81, this reliability coefficient was high. Therefore, the instrument was adjudged reliable as postulated by Olayiwola (2007), a reliability estimates of 0.65 and above is good.

3.5 Procedure for Data Collection

Letter of introduction was obtained as in (Appendix I) from the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, for permission to collect the students’ results and administer the questionnaire for the study. The researcher collected NCE II students result from the departmental examination office in

nine colleges of education in North-west. The researcher employed a face-to-face delivery method of administering the questionnaire in the nine colleges of education with help of two trained research assistants in each college to distribute and retrieve the questionnaires. The face-to-face method of administering and collection of the copies of the questionnaire was done by meeting the various respondents at their respective colleges and this allowed the researcher to obtain a good percentage of the duly completed questionnaires. First three weeks the researcher visited Shehu Shagari College of Education, Sokoto, Federal College of Education, Katsina and Federal College of Education (T), Gusau. The fourth and fifth weeks the researcher visited Federal College of Education (T), BichiFederal College of Education, Kano and Sa'adatu Rimi College of Education, Kano. On the six-week the researcher visited Federal College of Education, Zaria and Kaduna State College of Education, Gidan Waya. While the seventh week the researcher visited Jigawa State College of Education, Gumel. The administering and retrieval of questionnaires lasted for seven (7) weeks. While the collection of NCE II CGPA results was done within two weeks (2).

3.6 Procedure for Data Analysis

In analysing the data collected,themean and standard deviation was employed to answer the three (3) research questions. Strongly agreed and agreed were classified as agreed while both disagreed and strongly disagreed were classified as disagreed. All the null hypotheses were analysed using Pearson Product Moment Correlation Coefficient (r). Mean score of 2.50 and above was classified as agreed and score below 2.50 was classified as disagreed. The null hypotheses were retained when the calculated p-value is greater than or equal to the alpha-value (p-value $\geq \alpha$ value). On the other hand, null hypotheses were rejected when the calculated p-value is less than the alpha (p-value $< \alpha$ value). All the null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presented the result of the findings under the following sub-headings:

4.1 Demographic Data of the Respondents

4.2 Answers to Research Questions

4.3 Testing the Null Hypotheses

4.4 Summary of Findings

4.5 Discussions of Findings

4.1 Demographic Data of the Respondents

Analysis of the bio-data of the respondents by gender is presented in Table 3

Table 3: Analyses of Respondents by Gender

S/No	Name of College	Frequency			%		
		M	**F**	**T**	**M**	**F**	**T**
1.	Federal College of Education (T), Bichi	23	9	32	10	4	14
2.	Federal College of Education (T), Gusau	19	5	24	8	2	10
3.	Federal College of Education, Kano	17	7	24	7	3	10
4.	Federal College of Education, Katsina	7	8	15	3	3	6
5.	Federal College of Education, Zaria	30	14	44	13	6	19
6.	Jigawa State College of Education, Gumel	9	2	11	4	1	5
7.	Kaduna State College of Education, Gidan Waya	11	6	17	5	3	8
8.	Sa'adatu Rimi College of Education, Kano	30	12	42	13	5	18
9.	Shehu Shagari College of Education, Sokoto	21	3	24	9	1	10
Total		**167**	**66**	**233**	**72**	**28**	**100**

Source: Field Study, 2018

The analysis of respondents by gender presented in Table 3 showed that Jigawa State College of education, Gumel had least respondents given the total number of 11 business education lecturers representing 5% of the total respondents'male are 9(4%) and female is2 (1%).WhereasFederal College of Education, Zaria Kaduna State had the highest number of respondents of male 30 (13%) and female 14 (6%) given the total number of 44 lecturers representing 19%. By implication, the analysis indicated that most of the responses were from the federal college of education, Zaria and the least responses were from the Jigawa state, Gumel. Also male lecturers have the highest respondents of 167 lecturers representing 72% while female lecturers were 66 representing 28% by implication most of the respondents were male lecturers.

4.2 Answers to Research Questions

The result of data collected used to answer the three research questions was presented in tables 4 to6.

Research Question One: *what is the relationship between job satisfaction of lecturers and academic performance of business education students in colleges of education in North-west, Nigeria?*

Mean and Standard deviation use to answer the research question one was presented intable four.

Table 4: Mean score and standard deviation of responses onlecturers'job satisfaction and academic performance of business education students in colleges of education in North-west zone, Nigeria

Variables	N	Df	$\bar{x}$	SD
Lecturers' Job Satisfaction	233	549	1.62	0.73
Students' Academic Performance	320		2.31	1.14

Source: Field Study, 2018

Table 4 showed the means and standard deviations of the relationship between job satisfaction of lecturers and academic performance of business education students in colleges of education in North-west zone, Nigeria. The analysis showed that, job

satisfaction of lecturers had a mean score of 1.62 with a relatively closer standard deviation of 0.73, while the academic performance of business education students had a mean score of 2.31 with a standard deviation of 1.14. This implies that, lecturers disagreed that they are satisfied with their job having a means a score of 1.62 which is below the benchmark of 2.50. The result also revealed that the mean score of 2.31 for the academic performance of students is below 2.40 which indicating lowperformance. This indicated that,jobsatisfaction of lecturers mightinfluencethe academic performance of business education students.

Research Question Two: *What is the relationship between job satisfaction of male lecturers and academic performance of business education in colleges of education in North-west, Nigeria?*

Mean and Standard deviation use to answer the research question two was presented in table five

Table 5: Mean score and standard deviation of responses showing relationship between male Lecturers'job satisfaction and academic performance of business education students in colleges of education in North-west zone, Nigeria

Variables	N	Df	$\bar{x}$	SD
Male Lecturers' Job Satisfaction	167	483	1.60	0.79
Students' Academic Performance	320		2.31	1.14

Source: Field Study, 2018

Table 5 showed the means and standard deviations of the relationship between job satisfaction of male lecturersand academic performance of business education students in colleges of education in North-west zone, Nigeria. The analysis showed that, job satisfaction of lecturers had a mean score of 1.60 with a relatively closer standard deviation of 0.79, while students' academic performance had a mean score of 2.31 with a standard deviation of 1.14. This implies that, the male lecturers disagreed that they are satisfied with their job having a means a score of 1.60 which is below the benchmark of 2.50. Also, the result indicated that, the mean of students' academic performance (2.31)

is below2.40 indicating low performance. This implies that job satisfaction of male lecturer may influence the academic performance of business education students.

Research Question Three: *What is the relationship between job satisfaction of female lecturers and academic performance of business education students in colleges of education in North-west, Nigeria?*

Mean and Standard deviation use to answer the research question three is presented in table six.

Table 6: Mean score and standard deviation of responses showingrelationship between female Lecturers' job satisfaction and academic performance of business education students in colleges of education in North-west zone, Nigeria

Variables	N	$\bar{x}$	SD
Female Lecturers' Job Satisfaction	66	1.67	0.56
Students' Academic Performance	320	2.31	1.14

Source: Field Study, 2018

Table 6 revealed the mean and standard deviation of the relationship between job satisfaction of female lecturers on the academic performance of business education students in colleges of education in North-west zone, Nigeria. The analysis showed that, female lecturers' job satisfaction had a mean score of 1.67 with a relatively lower standard deviation of 0.56, while students' academic performance had a mean score of 2.31 with a standarddeviation of 1.14. This indicates that, the female lecturers disagreed that, they were satisfied with their job having a means a score of 1.67 which is below the benchmark of 2.50. In addition, the meanscoreof students' academic performance (2.31) is below 2.40, indicating the low performance of students.Thisimplies that,job satisfaction of female lecturers may influence the academic performance of business education students.

4.3 Testing the Null Hypotheses

Results of the testof the five null hypotheses were presented in table 7 – 9.

Null Hypothesis One: *Jobsatisfaction of lecturers has no significant influence on the academic performance of business education students in colleges of education in North-west, Nigeria.*

Pearson Product Moment Correlation Coefficient used to test null hypotheses one was presented in table seven.

Table 7: Pearson Product Moment Correlation Coefficient Analysis ofrelationshipbetweenlecturers'job satisfaction andacademic performance Business Education studentsin colleges of education in North-west, zone Nigeria

Variables	N	Df	r-value	p-value	Decision
Job Satisfaction of Lecturers	233	551	0.826	0.029	Rejected
Academic Performance of Students	320				

$P < 0.05$

The analysis in table 7 was to determine the relationship between job satisfactionof lecturers andacademic performance of business education students. The result revealed that, there is a positive correlation between the job satisfaction of lecturers and academic performance of business education students (r = 0.826), indicating that, the increase injob satisfaction of lecturers' influenced the increase academic performance of business education students. However, the P-value (0.029 was less than the alpha-value (0.05). Hence, the null hypothesis was rejected.

Null Hypothesis Two:*Thereis no significant relationship between job satisfactionofmalelecturerson the academic performance of business education students in colleges of education in North-west, Nigeria.*

Pearson Product Moment Correlation Coefficient used to test null hypotheses two was presented in table eight.

Table 8: Pearson Product Moment Correlation Coefficient Analysis ofrelationshipbetween male Lecturers'job satisfaction andacademic performance of Business Education Students in colleges of education in North-west, zone Nigeria

Variables	N	Df	r-value	p-value	Decision
Job Satisfaction of male lecturers	167	485	0.701	0.011	Rejected
Academic Performance of Students	320				

$P < 0.05$

The analysis in Table 8 was to determine the relationship between job satisfaction of male lecturers on the academic performance of business education students. The result revealed that, there is a positive correlation between the male lecturers' job satisfaction and academic performance of business education students ($r = 0.701$), indicating that, the increase of job satisfaction of male lecturers led to the increase of academic performance of business education students. However, the P-value (0.011) is less than the alpha-value (0.05). Hence, the null hypothesis is rejected.

Null Hypothesis Three: *Job satisfaction of female business education lecturers has no significant relationship on the academic performance of business education students in colleges of education in North-west, Nigeria.*

Pearson Product Moment Correlation Coefficient used to test null hypotheses three was presented in table nine.

Table 9: Pearson Product Moment Correlation Coefficient Analysis ofrelationshipbetween female Lecturers'job satisfaction and academic Performance of Business Education Students in colleges of education in North-west, zone Nigeria

Variables	N	Df	r-value	p-value	Decision
Job Satisfaction of female lecturers	66	384	0.840	0.016	Rejected
Academic Performance of Students	320				

P < 0.05

The analysis in table 9is to determine the relationship between job satisfaction of female lecturers andacademic performance of business education students. The result revealed that, there is a positive correlation between the female lecturers' job satisfaction and academic performance of business education students (r = 0.840), indicating that, the increase of job satisfaction of lecturers led to the increase of academic performance of business education students. However, the P-value (0.016) is less than the alpha-value (0.05). Hence, the null hypothesis is rejected.

4.4 Summary of Major Findings

From the data analyses, the followings are summary ofthefindings:

1. The results of research question one and null hypothesis one revealed that job satisfaction of lecturers hadsignificantrelationshipwiththeacademic performance of business education students in colleges of education in North-west zone, Nigeria(r = 0.826, P = 0.029< 0.05).

2. The outcome of research question two and null hypothesis two revealed that job satisfaction of male lecturers had a significantrelationshipon the academic performance of business education student in colleges of education in North-west zone, Nigeria ($r = 0.701$, $P = 0.011 < \alpha\ 0.05$).
3. The result of research question three and null hypothesis three revealed that, job satisfaction of female lecturers had a significantrelationship with the academic performance of business education students in colleges of education in North-west zone, Nigeria ($r = 0.840$, $P=0.016< 0.05$).

4.5 Discussions of Findings

The study was conducted to determine the relationship between job satisfaction of lecturers and academic performance of business education students in colleges of education in North-west zone, Nigeria. Three research questions were answered and three null hypotheses were tested to determine the relationship that existed between the job satisfaction of lecturers and academic performance of business education students as well as how significant they were. The responses obtained from the respondents weresubjected to descriptive and inferential statistics, which was used, to answer the research questions and to test the null hypotheses respectively.

The results of research question one in table 4revealed that, the lecturers disagreed that they are satisfied with their job ($M=1.62 < 2.50$). In addition, the result revealed that the academic performance of students mean score of 2.31 was below2.40 indicating low performance. The PPMC test revealed that job satisfaction of lecturers had a positive relationship on the academic performance of business education students with the p-value of 0.029; this was support, by Bozeman and Gaughan (2011) founded, that there was a positive relationship between job satisfaction and students' academic

performance. Ojokuku and Sajuyigbe (2009); Sajugbe, Olaoye and Adeyemi (2013) in Gaughan (2011) discovered that, lecturers' job satisfaction is one of the determining factors of students' performance in schools. In the same vein, Waheed, Tan and Teck-Hong in Akram (2012), found that, love for money is a mediating variable for having a positive relationship between lecturers' job satisfaction and their student's academic achievement. They further identified that, employees give more importance to money when they receive a pay increase and they tend to be more satisfied with their job and perform well the type of task given to them. Similarly, Akram (2012) concluded that, financial aspects especially salary is the most important variable that influences employee job satisfaction, which can in turn influence them to positivereaction to their task fulfilment.

Sharief (2014) in contrast however, revealed that, for an organization to have the best performance from employees there is need to be some kind of motivation beyond the weekly pay. Motivation can come in the form of financial incentives, the opportunity to get involved in company projects. The findings of Vicki (2015) supported this finding, that, salary and bonus increases for performance in many instances have a very limited short-term effect. The extra money soon comes to be regarded not as an incentive but as an "entitlement" which is not related to the expected outcome of the employee task accomplishment. Mamman and Hashim (2013) also, supported that, the majority of lecturers in Kaduna State Polytechnic are not happy with their pay package despite that, they work effectively as seen in the wonderful performance of their students. Also, Abolarin (2016) found that, irregular payment of salary and fringe benefits for secondary schools' teachers most especially, business studies teachers have no influence with their job performance, hence, has no relationship with the students subject capabilities.

The outcome of research question two in table 5 revealed that, the male lecturers disagreed that they are satisfied with their job(M=1.60 < 2.50). In addition, the result showed that, the academic performance of business education students mean score was 2.31whichis below 2.40 indicating low performance. The PPMC test revealed that, job satisfaction of male lecturers had a positivesignificantrelationshiponthe academic performance of business education students; p-value of 0.011 is less than the alpha value of 0.05 level of significance. This is in line withthefinding of Oyebamiji and Funmilola (2013) who found that, male lecturers' job satisfaction, actual or perceived contribute towards high students' academic achievement. However,they further,confirmed that,the previous research identifies six variables (involving many elements) which affect the performance of employees,theworkloadwas one of them and affirmed that, lecturers particularly male who is tight with more workload has no assurance to teach well and or cover their course contents within the stipulated time.

He further stressed that, empirical examination strengthen the hypothesis that workload of male lecturers has a significant impact on the performance of their students in all corners. Hussin (2011) also, found in the comparison between sudden increase and decrease in male lecturers' workload situations, the results indicated that, their performance was significantly impaired for both conditions. He further found out that, Job stress is negatively related to performance. That is the higher the stress of lecturers, the lower their performance, and that of the students as well.

In contrary, Omoniyi and Ogunsami in Ali, (2016) found that, lecturers' under unsatisfied working condition irrespective of sex; marital status and years of experience did not show any significant influence on students' performance. Abolarin, (2016) found that, there was a high prevalence of complaints on the unsatisfied job among the male

lecturers, yet, it has no relationship between teachers (male) and students' academic performance.

The results of research question three in table 6 revealed that, the female lecturers disagreed that, they were satisfied with their job (M=1.67). In addition, the result indicated that, the academic performance of business education students mean score of 2.31 was below 2.40 implies low performance. The PPMC test revealed that, job satisfaction of female lecturers had a positiverelationship on the academic performance of business education students in colleges of education in north-west zone, Nigeria; with a p-value of 0.016. This is in agreement with the findings of McCausland, Pouliakas, and Theodossiou (2009) who found that, female teachers' job satisfaction has a strong correlation with students' academic achievement, and there is a direct and positive association between job satisfaction and lecturers task performances.

Malik, Danish and Munir (2012) also maintained that, promotion provide opportunities for growth of female personnel, increased responsibility and job satisfaction which in turn increase their confidence in performing her assigned task. In the same vein, Sajuyigbe, Olaoye and Adeyemi (2013) agreed that, most of the femaleemployees' experience satisfaction when they believed that, their future prospects are good, and perform better when they are zero minded on their given responsibilities.

In a different vein, Sharief (2014) found that, effective motivation, organisational commitments, and evaluation are the best ways to increase college lecturers' job satisfaction especially female performances, but not salary or promotion. Saka also backs it and Salman (2014) who found that, moderate level of motivation especially on promotion has no high-level influence on female teachers' job satisfaction of library personnel. They added that, even though there was a high rate of unemployment among

Nigerians, yet, the existing personnel were well committed to their jobs despite the moderate level of motivation they received.ContraryDamialo (2013) concluded that, incentives at workplace had a positive impact on employee's performance while infrastructure at workplace had no significant impact on employees.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was discussed under the following sub-headings: -

5.1 Summary

5.2 Conclusion

5.3 Contributions to Knowledge

5.4 Recommendations

5.5 Suggestions for Further Studies

[5.1 Summary

The researcher conducted this study to determine the relationship betweenjobsatisfactionof lecturers on the academic performance of business education students in colleges of education in North-west zone, Nigeria. Three specific objectives and three research questions were stated. In order to meet these objectives and answer the research questions, three null hypotheses raised and tested at 0.05 level of significance. Literature related to this study reviewed. Data collected from 233 business education lecturers and CGPA of 320 NCE II business education students in the study areas. Mean and standard deviation used to answer the research questions 1–3and Pearson Product Moment Correlation Coefficient used to test the three (3) null hypotheses.

The findings from the three null hypotheses revealed that job satisfaction of lecturershadsignificantrelationship on the academic performance of business education students in colleges of education. However,job satisfaction of male and female lecturers had a significantrelationshipontheacademicperformance of business education students in colleges of education in North-west zone, Nigeria. Hence, gender differences of lecturers had no significant influenceonthelecturer'sjob satisfaction.

5.2 Conclusion

Based on the study findings, it isconcluded that, job satisfaction of lecturers hadsignificant relationship onthe academic performance of business education students in colleges of education in North-west zone. It also concluded that job satisfaction of male and female lecturers had a significant relationship onthe academicperformance of business education students in colleges of education in North-west zone, Nigeria. Therefore, gender differences of lecturers had no significant influence on their job satisfaction.

5.3 Contributions to Knowledge

The study established that:

1. Job satisfaction of lecturers had a significantrelationship on the academic performance of business education students in colleges of education in North-west zone, Nigeria (P =0.029).
2. Job satisfaction of male lecturers hadsignificantrelationship on the academic performance of business education students in colleges of education in North-west zone,Nigeria(P =0.011).
3. Job satisfaction of female lecturers hadsignificantrelationship on the academic performance of business education students in colleges of education in the north-west, zone (P =0.016).

5.4 Recommendations

Based on the findings of this study, the followings recommendations made:

1. Good working conditions in the form of salary and prompt promotion of academic staffs in colleges should be puts in place by both federal and state government.

2. National Commission for Colleges of Education (NCCE) and Government at federal and state levels shouldimprove the job satisfactionlecturers through the provision of entitlements and other benefits attached to their job.
3. Federal and State governments should improve lecturers' condition of services and provide adequate and effective instructional materials for teaching and learning through effective and functional educational policies.

5.5Suggestions for Further Studies

The researcher suggested the following studies tobe carried out:

1. Influence of Environmental Factors and academic performance of business education lecturers in colleges of education in North-west, zone Nigeria
2. Influence of motivation and Students Learning-interest on the academicperformanceof business education students in universities in Nigeria.
3. The relationship between Lecturers' Job Satisfaction and Academic Performance of Business Education Students in Universities in Nigeria

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APPENDIX I

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (ABU) Ph.D (London) D.I.C) Telephone:069-51755, 50692

HEAD OF DEPARTMENT: **Prof. E.E. Adamu,** OND (Kad Poly), B.Sc (Hons) ISU (USA) PGDE (ABU) M.ED (ABU) Ph.D. (ABU)

Your Ref: P15EDVE8001

Our Ref: _____

Date: 28th September, 2016

Letter of Introduction

MUHAMMAD YUSUF –P15EDVE8001

This is to certify that the above mentioned name is a Postgraduate student M.Ed (Business Education) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic; ***Job Performance and Staffing and Stress*** Influence of ***on Job Performance and Satisfaction among the Lecturers in Business Education Department in Colleges of Education North-West Geo-Political Zone, Nigeria.***

Please, kindly give him every assistance he may require.

Professor E.E. Adamu
HEAD OF DEPARTMENT

APPENDIX II

Department of Vocational and Technical Education,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Sir,

REQUEST TO FILL QUESTIONNAIRE

I am an M. Ed (Business Education) student in the above-named institution; I am carrying out a research study on Relationship between Job Satisfaction of Lecturers on Academic Performance of Business EducationStudents in Colleges of Education in North West Zone, Nigeria. This questionnaire is designed to obtain data for the research work. Please fill it as objectively as possible. All the information collected will be treated as confidential, and used only for the purpose of this study. Thank you.

Yours faithfully,

Muhammad Yusuf
P15EDVE8001

QUESTIONNAIRE OF JOB SATISFACTION

SECTION A

Please, you are required to tick (√) the answer appropriately in the box provided.

Staff Personal Data

Gender:

a. Male [ ]

b. Female [ ]

College:……

SECTION B

Kindly, respond to the following statements by ticking as appropriate.

S/ N	Questionnaire items	SA	A	D	SD
	Salary				
1	There is regular payment of salary				
2	Salary increments are too small				
3	I am satisfied with my salary as it is				
4	My salary is sufficient				
5	With my salary I satisfy all my needs				
6	My salary is enough to cater for other relatives' needs				
7	My salary is not enough to settle all my bills				
	Promotion				
8.	I am satisfied with the way I am promoted				
9	There are good opportunities for promotion				
10	I am promoted based on my job performance				
11	My opportunities for promotion is unlimited				
12	I have been rewarded for my good performance				
13	My promotion is never delayed				
14	I am never short-chained in my promotion				
	Workload				
15	I cannot accomplish my assigned workload				

16	I handle the adequate number of students in my class				
17	I don't have time to update my lecture note				
18	Job demands interfere with personal time				
19	I cannot cater to other life demands, because of my job				
20	I do not have too much work to do.				
21	I work beyond my schedule.				
	Family Pressures				
22	My extended family look up to me for their needs				
23	I don't have enough time to sit with my family				
24	I cater to my nuclear family alone				
25	My spouse family are being catered for, by me				
26	The numbers of my biological children are more then what I can cater for.				
27	My spouse is happy with my work				
28	Other relatives look up to me for help				
29	I don't have enough time to discuss with my family				
	Working Environment				
30	There are adequate lecture rooms				
31	There are available computers in the laboratory				
32	My office is comfortable				
33	There is a sense of friendship among colleagues				
34	There are inadequate facilities to carry out research in the college				
35	Lecturers have asses to ICT facilities				
36	There is good interpersonal communication				
37	There are adequate facilities, such as desk, chair, white-board, projector in the department				
38	My office is overcrowded with students				
39	The environment is too noisy for my liking				
40	There are functional computers in the laboratory				

Summary of Responses to Questionnaire

S/ N	Questionnaire items	SA	A	TA	D	SD	TD
	Salary TR: 233						
1	There is regular payment of salary	320	210	530	80	43	118
2	Salary increments are too small	240	123	363	196	34	225
3	I am satisfied with my salary as it is	196	99	295	206	48	249
4	My salary is sufficient	76	81	157	222	76	293
5	With my salary I satisfy all my needs	172	159	331	202	36	233
6	My salary is enough to cater for other relatives' needs	124	90	214	206	69	270
7	My salary is not enough to settle all my bills	316	240	556	40	54	89
	TOTAL	**1,444**	**1,002**	**2,446**	**1,152**	**360**	**1,512**
	Promotion TR: 233						
8.	I am satisfied with the way I am promoted	176	45	221	216	66	277
9	There are good opportunities for promotion	180	54	234	254	43	292
10	I am promoted based on my job performance	204	222	426	162	27	184
11	My opportunities for promotion is unlimited	60	27	87	220	99	314
12	I have been rewarded for my good performance	116	54	170	208	82	285
13	My promotion is never delayed	240	231	471	162	15	172
14	I am never short-chained in my promotion	124	48	172	120	126	241
	TOTAL	**1,100**	**681**	**1,781**	**1,342**	**458**	**1,800**

	Workload TR: 233						
15	I cannot accomplish my assigned workload	348	117	465	186	14	195
16	I handle the adequate number of students in my class	40	63	103	206	99	300
17	I don't have time to update my lecture note	356	207	563	108	21	124
18	Job demands interfere with personal time	160	213	373	198	23	216
19	I cannot cater to other life demands, because of my job	96	105	201	218	65	278
20	I do not have too much work to do.	60	96	156	164	104	263
21	I work beyond my schedule.	44	96	140	210	85	290
	TOTAL	**1,104**	**897**	**2,001**	**1,290**	**411**	**1,701**
	Family Pressure TR: 233						
22	My extended family look up to me for their needs	644	90	734	38	23	56
23	I don't have enough time to sit with my family	216	231	447	134	35	164
24	I cater for my nuclear family alone	220	213	433	144	35	174
25	My spouse family are being catered for, by me	356	309	665	12	35	42
26	The numbers of my biological children are more then what I can cater for.	108	117	225	188	73	256
27	My spouse is happy with my work	632	90	722	26	32	53
28	Other relatives look up to me for help	96	93	189	212	72	279
29	I don't have enough time to discuss with my family	204	192	396	144	46	190
	TOTAL	**2,476**	**1,335**	**3,811**	**898**	**351**	**1,249**

	Working Environment TR: 233						
30	There are adequate lecture rooms	268	213	481	138	26	159
31	There are available computers in laboratory	216	222	438	62	74	131
32	My office is comfortable	312	246	558	100	23	118
33	There is a sense of friendship among colleagues	404	231	635	74	18	87
34	There are inadequate facilities to carry out research in the college	304	261	565	88	26	118
35	Lecturers have asses to ICT facilities	280	207	487	134	27	156
36	There is good interpersonal communication	372	261	633	46	30	71
37	There are adequate facilities, such as desk, chair, white-board, projector in the department	320	153	473	76	64	140
38	My office is overcrowded with students	304	264	568	96	21	117
39	The environment is too noisy for my liking	364	237	601	46	40	86
40	There are functional computers in the laboratory	340	279	619	58	26	84
	TOTAL	**3,484**	**2,574**	**6,058**	**918**	**349**	**1,267**

APPENDIX III

TARO YAMANE FORMULA 1967:

Ty formula = $n = \frac{N}{1 + N(e)^2}$

Note:

n= the sample size

N= the finite population

e= level of significant (limit of tolerable error, 0.05)

1= unity (a constant)

$$\mathbf{n} = \frac{N}{1+N(e)2}$$

$$\mathbf{n} = \frac{1602}{1+1602(0.05)2}$$

$$\mathbf{n} = \frac{1602}{1+1602(0.0025)}$$

$$\mathbf{n} = \frac{1602}{1+4.005}$$

$$\mathbf{n} = \frac{1602}{5.005}$$

$$\mathbf{n} = 320.079 \approx 320$$

$$n = 320$$

```
CORRELATIONS
  /VARIABLES=JOB.SATISFACTION STD.PERFORMANCE
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations:

H01: JOB SATISFACTION VS STUDENTS' PERFORMANCE

Descriptive Statistics

	Mean	Std. Deviation	N
JOB.SATISFACTION	1.6223	.73919	233
STD.PERFORMANCE	2.4129	.90459	320

Correlations

		JOB.SATISFACTION	STD.PERFORMANCE
JOB.SATISFACTION	Pearson Correlation	1	.826
	Sig. (2-tailed)		.029
	N	233	233
STD.PERFORMANCE	Pearson Correlation	.826	1
	Sig. (2-tailed)	.192	
	N	233	320

*correlation is significant at 0.05 level of significance

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CORRELATIONS
  /VARIABLES=MALE.LECTURERS STD.PERFORMANCE
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations: H02: MALE LECTURERS' JOB SATISF. VS STUDENTS' PERF.

Descriptive Statistics

	Mean	Std. Deviation	N
MALE.LECTURERS	1.6023	.79320	167
STD.PERFORMANCE	2.4129	.90459	320

Correlations

		MALE.LECTURERS	STD.PERFORMANCE
MALE.LECTURERS	Pearson Correlation	1	.701
	Sig. (2-tailed)		.011
	N	167	167
STD.PERFORMANCE	Pearson Correlation	.131	1
	Sig. (2-tailed)	.701	
	N	167	320

*correlation is significant at 0.05 level of significance

```
CORRELATIONS
  /VARIABLES=FEMALE.LECTURERS STD.PERFORMANCE
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
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Correlations: H03: FEMALE LECTUERS' JOB SATISF VS STDS' PERFORM.

Descriptive Statistics

	Mean	Std. Deviation	N
FEMALE.LECTURERS	1.6774	.56610	66
STD.PERFORMANCE	2.4129	.90459	320

Correlations

		FEMALE.LECTURERS	STD.PERFORMANCE
FEMALE.LECTURERS	Pearson Correlation	1	.840
	Sig. (2-tailed)		.016
	N	66	62
STD.PERFORMANCE	Pearson Correlation	.840	1
	Sig. (2-tailed)	.516	
	N	66	320

*correlation is significant at 0.05 level of significance